

## Dennis Intermediate

321 Roland St.  
Bishopville, South Carolina 29010

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	289 Students	
<b>Principal</b>	Robert Ervin	803-484-5386
<b>Superintendent</b>	Dr. Lloyd Hunter	803-484-5327
<b>Board Chair</b>	Deloris Wright	803-437-2089

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	60	37

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

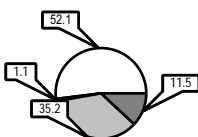
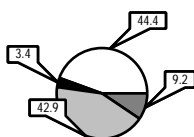
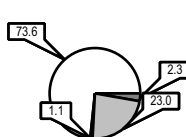
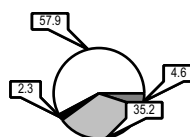
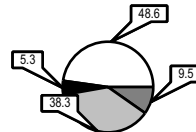
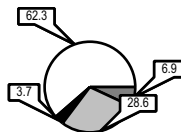
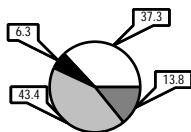
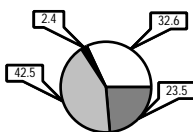
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	305	94.4	48.2	36.3	12.0	3.6	22.3	Yes	Yes
<b>Gender</b>									
Male	151	91.4	56.5	31.5	8.1	4.0	15.3	N/A	N/A
Female	154	97.4	40.2	40.9	15.7	3.1	29.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	25	92.0	21.4	57.1	7.1	14.3	35.7	I/S	I/S
African American	275	94.5	49.4	35.2	12.4	3.0	21.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	247	99.2	43.7	40.8	14.1	1.4	23.5	N/A	N/A
Disabled	58	74.1	73.7	10.5	0.0	15.8	15.8	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	94.4	48.2	36.3	12.0	3.6	22.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	94.3	47.8	36.4	12.1	3.6	22.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	283	94.0	50.2	36.8	10.8	2.2	19.5	Yes	Yes
Full-pay meals	21	100.0	25.0	30.0	25.0	20.0	55.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	305	94.4	40.9	44.0	9.5	5.6	23.8	No	Yes
<b>Gender</b>									
Male	151	92.1	42.1	42.1	10.3	5.6	24.6	N/A	N/A
Female	154	96.8	39.7	46.0	8.7	5.6	23.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	25	88.0	42.9	28.6	14.3	14.3	35.7	I/S	I/S
African American	275	94.9	40.2	45.3	9.4	5.1	23.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	247	99.6	35.3	49.8	10.7	4.2	24.7	N/A	N/A
Disabled	58	72.4	73.0	10.8	2.7	13.5	18.9	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	94.4	40.9	44.0	9.5	5.6	23.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	94.3	40.3	44.4	9.7	5.6	23.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	283	94.0	42.2	44.8	9.1	3.9	21.1	No	Yes
Full-pay meals	21	100.0	25.0	35.0	15.0	25.0	55.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	305	99.7	71.8	22.6	2.3	3.4	5.6
<b>Gender</b>							
Male	151	99.3	71.9	23.0	0.7	4.4	5.2
Female	154	100.0	71.8	22.1	3.8	2.3	6.1
<b>Racial/Ethnic Group</b>							
White	25	100.0	68.8	6.3	6.3	18.8	25.0
African American	275	99.6	71.5	24.0	2.0	2.4	4.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	247	100.0	68.4	27.4	2.8	1.4	4.2
Disabled	58	98.3	86.3	2.0	0.0	11.8	11.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	99.7	71.8	22.6	2.3	3.4	5.6
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	99.7	71.4	22.9	2.3	3.4	5.7
<b>Socio-Economic Status</b>							
Subsidized meals	283	99.6	73.6	22.8	1.6	2.0	3.7
Full-pay meals	21	100.0	50.0	20.0	10.0	20.0	30.0

<b>Social Studies</b>							
All Students	305	100.0	56.9	34.5	4.5	4.1	8.6
<b>Gender</b>							
Male	151	100.0	57.4	33.1	3.7	5.9	9.6
Female	154	100.0	56.5	35.9	5.3	2.3	7.6
<b>Racial/Ethnic Group</b>							
White	25	100.0	56.3	31.3	0.0	12.5	12.5
African American	275	100.0	56.7	34.8	4.9	3.6	8.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	247	100.0	52.6	39.1	5.6	2.8	8.4
Disabled	58	100.0	75.0	15.4	0.0	9.6	9.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	100.0	56.9	34.5	4.5	4.1	8.6
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	100.0	56.7	34.6	4.6	4.2	8.7
<b>Socio-Economic Status</b>							
Subsidized meals	283	100.0	58.3	34.4	4.5	2.8	7.3
Full-pay meals	21	100.0	40.0	35.0	5.0	20.0	25.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	99.2	60.7	23.4	15.0	0.9	15.9
	5	132	98.5	47.9	42.1	9.9	0.0	9.9
	6	127	97.6	64.9	27.0	8.1	0.0	8.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	93	94.6	49.3	33.3	13.3	4.0	17.3
	5	104	94.2	41.7	33.3	20.2	4.8	25.0
	6	108	94.4	53.3	41.3	3.3	2.2	5.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	99.2	55.1	27.1	13.1	4.7	17.8
	5	132	97.7	51.2	38.0	9.1	1.7	10.7
	6	127	97.6	27.7	48.2	20.5	3.6	24.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	93	93.5	54.7	29.3	10.7	5.3	16.0
	5	104	94.2	35.7	44.0	11.9	8.3	20.2
	6	108	95.4	34.4	55.9	6.5	3.2	9.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	99.2	69.2	19.6	8.4	2.8	11.2
	5	132	97.0	75.0	21.7	3.3	0.0	3.3
	6	127	98.4	70.8	24.8	3.5	0.9	4.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	93	98.9	74.4	20.5	1.3	3.8	5.1
	5	104	100.0	56.7	32.2	5.6	5.6	11.1
	6	108	100.0	83.7	15.3	0.0	1.0	1.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	98.3	55.7	41.5	1.9	0.9	2.8
	5	132	97.0	60.5	35.3	4.2	0.0	4.2
	6	127	98.4	53.1	42.5	2.7	1.8	4.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	93	100.0	62.0	31.6	2.5	3.8	6.3
	5	104	100.0	56.7	32.2	4.4	6.7	11.1
	6	108	100.0	53.1	38.8	6.1	2.0	8.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 289)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.0%	Down from 8.4%	4.1%	2.8%
Attendance rate	96.0%	Up from 94.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	Down from 7.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%	Down from 6.5%	0.0%	0.0%
Eligible for gifted and talented	1.3%	Up from 1.1%	3.6%	10.4%
On academic plans	65.7%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	2.4%	1.0%
With disabilities other than speech	13.6%	Down from 13.7%	7.5%	7.5%
Older than usual for grade	9.3%	Up from 9.2%	1.6%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	No change	0.0%	0.0%
<b>Teachers (n= 23)</b>				
Teachers with advanced degrees	30.4%	Up from 23.1%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	25.0%	Up from 22.7%	3.3%	0.0%
Teachers returning from previous year	64.6%	Up from 60.9%	83.1%	87.3%
Teacher attendance rate	95.0%	Down from 95.4%	94.5%	94.9%
Average teacher salary	\$38,536	Up 3.1%	\$41,540	\$42,485
Prof. development days/teacher	7.0 days	Down from 12.2 days	15.1 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 0.1	5.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 17.3 to 1	16.3 to 1	18.6 to 1
Prime instructional time	89.9%	Up from 88.4%	88.1%	89.7%
Dollars spent per pupil*	\$8,578	Up 21.4%	\$7,923	\$6,557
Percent of expenditures for teacher salaries*	48.6%	Down from 51.3%	60.6%	64.0%
Percent of expenditures for instruction*	64.5%		68.0%	69.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	17.1%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dennis Intermediate School, a school with the community at heart, continued to strive towards academic excellence. We continued our commitment to providing an environment that is conducive to a high quality of teaching and learning. With increased collaboration between faculty, parents, students and the community, we embraced the One Band, One Sound mantra as we Roared toward Success! A new mission statement, with input from stakeholders, was adopted this school year.

Our list of many accomplishments for the 2005 - 2006 school term included an overall increase in the number of students scoring Basic and above on the Palmetto Achievement Challenge Test (PACT) in the area of Math. Dennis Intermediate School successfully met the criteria to continue to be recognized as an accredited school by the Southern Association of Colleges and Schools (SACS). Mrs. Shirley Sands, a fifth grade teacher, is a Fulbright Scholar recipient and will travel to Japan this summer. Our part-time school-level Parenting Coordinator was successful in implementing a Parent University that provided parenting workshops/credit for attendees. The program coordinator also implemented many activities to promote parent participation. Students were recognized for their accomplishments in the following areas: Citizenship, Perfect Attendance, Benchmark Busters, Reading Counts, Honor Roll and Academic Challenge Bowl winners. Our Title I Night of Family Learning (NFL Nights) Workshops provided parents with a wealth of information to assist their children in reaching their highest levels of academic achievement.

Students were involved in other activities that promoted academic excellence and character building such as Katrina Victims Campaign, Ladies of Distinction, Pennies for Patients, Gang Awareness, Personal Awareness (A Small Group Counseling Program), and our After-School Homework Center. Teachers and paraprofessionals worked collaboratively to promote academic excellence by using standards-based curriculum guides, administering PACT-like benchmark tests, participating in staff development activities, planning in grade-level team meetings, providing hands-on activities in all content areas and participating in a variety of workshops. Our school is the only school in the district to have an online benchmark test scoring system. This system allows teachers to use data to make informed, researched-based decisions about instruction. A new assessment system, Measures of Academic Progress (MAP), was implemented district-wide. This system is closely aligned with the state standards and provides individual and class data. An emphasis was placed on reading/writing across the curriculum and a monthly school-wide Time to Write was sustained.

We will continue to demonstrate a committed effort towards living out our school's mission, vision and values, improving student achievement, and continuing efforts towards accomplishing our school's goals. Our 2006 - 2007 school year promises to be one of continued growth and success.

Earline McClary, Principal

Fannie Williams, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	25	93	48
<b>Percent satisfied with learning environment</b>	64.0%	73.9%	76.7%
<b>Percent satisfied with social and physical environment</b>	68.0%	72.8%	70.8%
<b>Percent satisfied with school-home relations</b>	58.3%	86.0%	77.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.